



ASSISTIVE TECHNOLOGY CONSIDERATION GUIDE

Student _____ Student ID _____ School _____ Date _____

Participants: _____

IEP teams may use this form to guide discussion when considering whether Assistive Technology devices and services may be necessary for the student to make progress in IEP goals and curricular tasks.

A. Instructional Area	B. Completes Tasks with Accommodations/Modifications and/or Assistive Technology (AT)		C. Consideration Outcomes – Document outcome in the IEP
☐ Initial IEP ☐ Annual IEP Based on the student's previous performance or IEP goals and objectives, check the curricular area(s) or tasks in which the student is not making adequate progress. ☐ Reading ☐ Written Expression ☐ Handwriting ☐ Computer Access ☐ Oral Communication ☐ Organization and Planning ☐ Math ☐ ADL ☐ Behavior ☐ Transition ☐ Other _____ Move to column B I ☐	B I. Since the last IEP, what Accommodations/Modifications have been tried? List: 1) 2) 3) Results of above: 1) 2) 3) Circle Accommodations and Modifications that are currently used. ☐ Student is not making adequate progress with current accommodations/modifications. List other Accommodations and Modifications to explore: ☐ No Accommodations and Modifications have been tried.	B II. Since the last IEP, what Assistive Technology has been tried? List: 1) 2) 3) Results of above: 1) 2) 3) Circle the AT that is currently used. ☐ Student is not making adequate progress with current AT List other AT to explore: ☐ No AT has been tried.	☐ Student independently accomplishes tasks in all instructional areas with current accommodations and modifications. No assistive technology is needed at this time. ☐ Student accomplishes tasks in all instructional areas with currently used assistive technology. Assistive technology is needed. ☐ Student does not accomplish tasks in all instructional areas. Additional solutions including Assistive Technology may be needed. (Document the nature of the assistance that is needed and follow agency procedures.)

☐ Student is making adequate progress with current accommodations, Move to column C	Move to column B II	Move to column C	
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Assistive technology (AT) must be considered for every student with an Individualized Educational Program (IEP) to comply with IDEA

- Consideration is an ongoing process. As the student's needs change, teams may rethink/revise AT, tools and services, and provide documentation in the IEP.
- It may be necessary for IEP teams to use additional resources such as checklists, matrices, web sites, and/or AT consultative services to determine the student's needs and provide support.

Additional resources regarding Consideration of AT are listed below.

Websites

Georgia Project for Assistive Technology: www.gpat.org

GPAT has developed numerous resources to assist educators and families in providing assistive technology services to students with disabilities. These resources are organized by various process topics including narrative documents, PowerPoint presentations, forms, on-line videos, and web links.

OCALE Assistive Technology Training Module: www.atinternetmodules.org

Based on the mandates of the IDEA 2004, assistive technology devices and services must be considered for all students with disabilities in the development of the Individualized Education Program (IEP). This module will assist educational professionals and IEP team members in considering and determining student need for assistive technology.

Oregon Technology Access Project: www.otap-oregon.org

The Oregon Technology Access Program (OTAP) provides training, information, technical assistance and resources regarding the uses of technology for children with disabilities.

Quality Indicators of Assistive Technology: www.qiat.org

The QIAT Consortium, a nationwide grassroots group, provides input into the ongoing process of identifying, disseminating, and implementing a set of widely-applicable Quality Indicators for Assistive Technology Services in School Settings that can be used as a tool to support school districts, assistive technology service providers, consumers, universities and professional developers, and policy makers.

Texas Assistive Technology Network: www.texasat.net

TATN has numerous resources to support the use of assistive technology in the state of Texas. Training modules include: consideration, legal, administration, evaluation and reading.

Wisconsin Assistive Technology Initiative: www.wati.org

Sponsored by the Wisconsin Department of Public Instruction, this site offers process and downloadable forms to support the assistive technology assessment process.